



Unit III

SPI 3003.1.3 Identify the patterns of challenging complex sentences. | **1.4** Use phrases and clauses in a variety of ways to create sophisticated complex sentences. | **3.5** Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

SPI 3003.2.2 Distinguish between a summary and a paraphrase. | **2.3** Distinguish between a critique and a summary.

SPI 3003.3.3 Select the most vivid and compelling word to strengthen a description. | **3.4** Select the most precise word from a given list of synonyms.

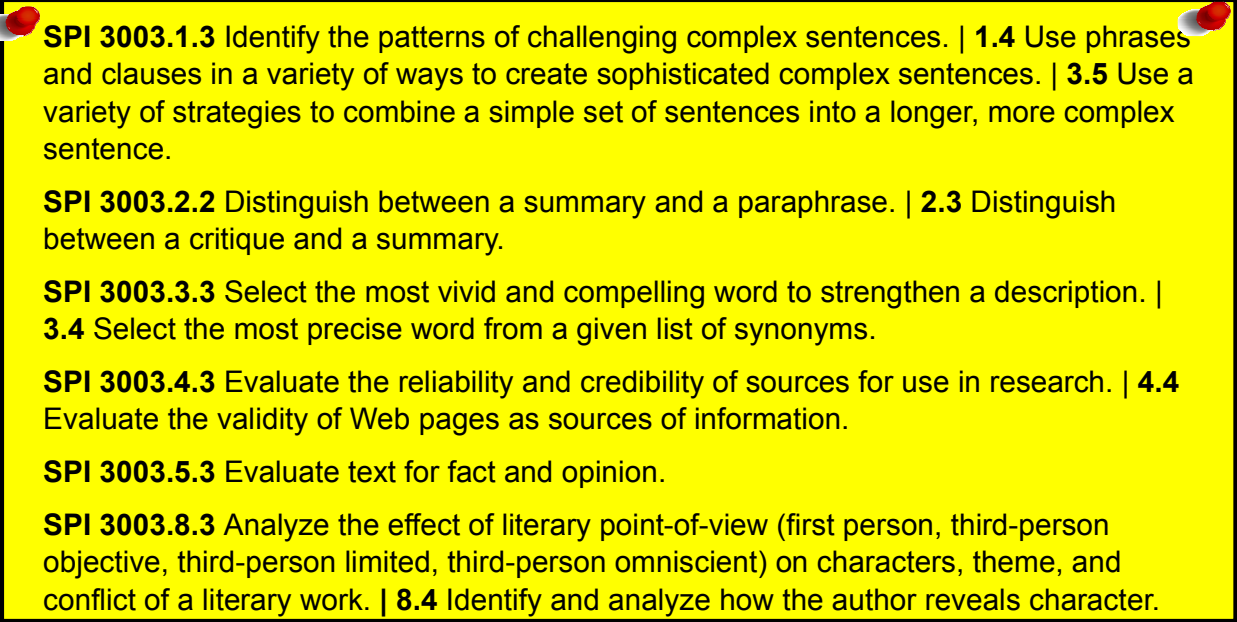
SPI 3003.4.3 Evaluate the reliability and credibility of sources for use in research. | **4.4** Evaluate the validity of Web pages as sources of information.

SPI 3003.5.3 Evaluate text for fact and opinion.

SPI 3003.8.3 Analyze the effect of literary point-of-view (first person, third-person objective, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work. | **8.4** Identify and analyze how the author reveals character.



Unit III



SPI 3003.1.3 Identify the patterns of challenging complex sentences. | **1.4** Use phrases and clauses in a variety of ways to create sophisticated complex sentences. | **3.5** Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

SPI 3003.2.2 Distinguish between a summary and a paraphrase. | **2.3** Distinguish between a critique and a summary.

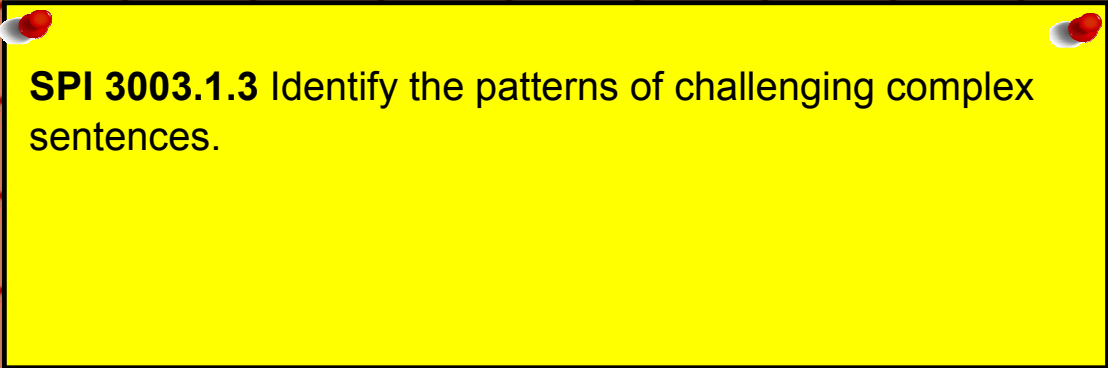
SPI 3003.3.3 Select the most vivid and compelling word to strengthen a description. | **3.4** Select the most precise word from a given list of synonyms.

SPI 3003.4.3 Evaluate the reliability and credibility of sources for use in research. | **4.4** Evaluate the validity of Web pages as sources of information.

SPI 3003.5.3 Evaluate text for fact and opinion.

SPI 3003.8.3 Analyze the effect of literary point-of-view (first person, third-person objective, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work. | **8.4** Identify and analyze how the author reveals character.

**Phrases, Clauses,
Sentences**



SPI 3003.1.3 Identify the patterns of challenging complex sentences.

Types of Verbs

At this point, you should know and be able to identify the following without any review:

Subject

Verb

These will be quizzed. If needed, please review the sentence parts.

Action Verbs

show physical, mental, or emotional action by the subject of the sentence

John ran quickly down the street.

John thought seriously about running any more.

John worried seriously that he would have a heart attack.

Linking Verbs

do not express action; connect the subject to a description or further information

John was exhausted from running.

John was not happy about running this much.

*If you can replace the verb with a form of **be**, it is a linking verb in disguise.*

John turned green just before he passed out on the sidewalk.

John became embarrassed by his physical conditioning.

Auxiliary (Helping) Verbs

*must precede an **action verb**; establish some aspect (mood, tense, etc.) of the verb*

John might never run again after that experience.

John did say that he was in no condition to chase a sprinter.

John is going to rethink his decision to ignore his health.

*When the action verb ends in **-ing**, it must be preceded by a helping verb.*

Objects

Indirect Object: follows action verb and precedes the direct object, answers "to/for whom/what" the action is done, e.g. I gave *my friend* **an apple**.

Object Complement: word/phrase acting as **noun/adjective** that follows **direct object** and **refers to or modifies it**, e.g. I drove my friend *crazy*. I drove my friend *up the wall*.

What is the structure of the following sentence?

The bank says these moves have created billions in profits for
shareholders.

Stuff the Connects Parts Together

Conjunctions

Conjunction: a word that connects two parts of the sentence, showing a relationship between them.

Mark likes ice cream, but Jerry prefers candy. (shows contrast)

Mark likes ice cream and Jerry prefers candy. (no contrast)

Mary is going to the store and to the bank. (she's doing both)

Mary is going to the store or to the bank. (one, not both)

Subordinating Conjunction

Subordinating Conjunction: starts a **dependent clause**, establishes the relationship of the clause to the rest of the sentence.

The movie began as if it would be entertaining.

After we watched the first ten minutes, the rest was a dud.

We actually got up and left before the show was even over.

Coordinating Conjunction

Coordinating Conjunction: connects words, phrases, or independent clauses together.

He took me to dinner and a movie.

I thought we would do one, but not the other.

He bought the popcorn and I bought the tickets.

Class Sentence Analysis

1) A small, green frog is spreading a deadly fungus disease to other frogs and amphibians in the Sierra.

2) The fungus has killed frogs, toads, salamanders and newts in the Sierra and is the same fungus that has wiped out hundreds of frog species throughout the world.

3) The chorus frogs are heavily infected with the killer fungus, but almost never show symptoms of the disease.

Class Sentence Analysis

1) A small, green frog is spreading a deadly fungus disease to other frogs and amphibians in the Sierra.

2) The fungus has killed frogs, toads, salamanders and newts in the Sierra and is the same fungus that has wiped out hundreds of frog species throughout the world.

3) The chorus frogs are heavily infected with the killer fungus, but almost never show symptoms of the disease.

Group Sentence Analysis

1) Reeder backpacked across the Sixty Lakes Basin in the High Sierra east of Fresno to study the chorus frogs.

2) In her backpacking travels, Reeder observed that the infected chorus frogs are able to move overland from lake to lake.

3) The fungus spores attack the yellow-legged frog's skin, which causes it to thicken.

Individual Sentence Analysis

1) Park biologists tracked the radio collar's signal
to the bear's winter den, located only a mile from the release site.

a) Subject - Linking Verb - Subject Complement - Object Complement - Action Verb - Direct Object

b) Subject - Linking Verb - Subject Complement - Object Complement - Action Verb - Adverb Phrase

c) Subject - Action Verb - Direct Object - Object Complement - Action Verb - Direct Object

d) Subject - Action Verb - Direct Object - Object Complement - Action Verb - Adverb Phrase

Answer

Individual Sentence Analysis

2) Unable to climb a hollow tree, the injured bear had crawled into a hole beneath the root ball of a downed tree.

a) Adverb Phrase - Subject - Auxiliary Verb - Action Verb - Direct Object - Adverb Phrase - Adverb Phrase

b) Absolute Phrase - Subject - Auxiliary Verb - Linking Verb - Adverb Phrase - Adverb Phrase - Adverb Phrase

c) Absolute Phrase - Subject - Auxiliary Verb - Action Verb - Adverb Phrase - Adverb Phrase - Adverb Phrase

d) Absolute Phrase - Subject - Auxiliary Verb - Action Verb - Adverb Phrase - Adverb Phrase - Adverb Phrase

Answer

Individual Sentence Analysis

3) She was healthy and had given birth to three cubs over the winter.

a) Subject - Linking Verb - Direct Object - Coordinating Conjunction- Auxiliary Verb - Action Verb - Direct Object - Object Complement - Adjective Phrase

b) Subject - Linking Verb - Subject Complement - Subordinating Conjunction- Auxiliary Verb - Action Verb - Direct Object - Object Complement - Adverb Phrase

c) Subject - Linking Verb - Subject Complement - Coordinating Conjunction- Auxiliary Verb - Linking Verb - Direct Object - Object Complement - Adverb Phrase

d) Subject - Linking Verb - Subject Complement - Coordinating Conjunction- Auxiliary Verb - Linking Verb - Direct Object - Object Complement - Adverb Phrase

Answer

Individual Sentence Analysis

3) Eagle-Eye software and the challenge system put in place
by the tournament sponsors will solve many problems.

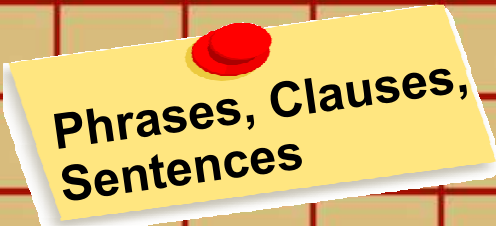
a) Subject - Linking Verb - Direct Object - Coordinating Conjunction- Auxiliary Verb - Action Verb - Direct Object - Object Complement - Adjective Phrase

b) Subject - Linking Verb - Subject Complement - Subordinating Conjunction- Auxiliary Verb - Action Verb - Direct Object - Object Complement - Adverb Phrase

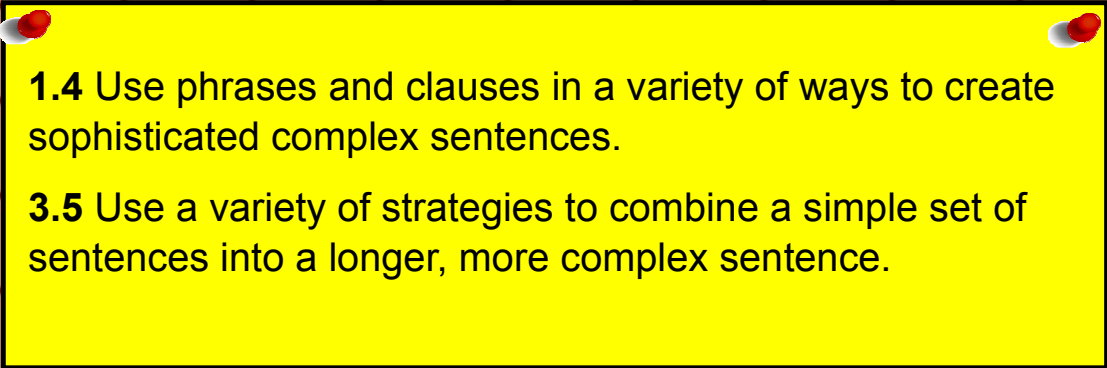
c) Subject - Linking Verb - Subject Complement - Coordinating Conjunction- Auxiliary Verb - Linking Verb - Direct Object - Object Complement - Adverb Phrase

d) Subject - Linking Verb - Subject Complement - Coordinating Conjunction- Auxiliary Verb - Linking Verb - Direct Object - Object Complement - Adverb Phrase

Answer



Phrases, Clauses, Sentences



1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

Why Combine?

Sentences should be combined when having multiple sentence confuses the meaning or when they make reading difficult. Combining sentences allows the writer to make ideas flow smoothly by combining them into one sentence. It breaks up the monotony of several short sentences.

Several Sentences:

Eagle-Eye is the name for a new instant-replay program. It follows an object and determines whether it lands inbounds. This object could be a tennis ball or a baseball.

Combined:

Eagle-Eye is the name for a new instant-replay program that follows an object, such as a tennis ball or baseball, and determines whether it landed in bounds.

The Best Way to Combine

When you combine sentences

- look for subjects, verbs, objects, etc. that can be combined
- look for sentences that can be converted into a phrase or clause (subordinating)
- look for sentences that can be combined using coordinating conjunctions

Several Sentences:

Eagle-Eye is the name for a new instant-replay program. **It** follows an object and determines whether it lands inbounds. This object could be a *tennis ball or a baseball*.

Combined:

Eagle-Eye is the name for a new instant-replay program that follows an object, *such as a tennis ball or baseball*, and determines whether it landed in bounds.

Combining Practice (Modeling)

Nashville is the capital of Tennessee. It is the home of country music, too.

Answer

Nashville began as a small fort. The fort was erected to protect settlers. Its ideal spot on the river caused the fort to expand into the city it is today.

Nashville began as a small fort erected to protect settlers, but because of its ideal spot on the river, it expanded into the city it is today.

Combining Practice (Modeling)

Visitors to the city can still see the original fort. It sits near downtown. Downtown Nashville is a very busy area for tourists, business people, and entertainers.

Visitors can still see the original fort in downtown, which is a very busy area for tourists, business people, and entertainers.

Country music singers began coming to Nashville in the early 20th century. They came because it was a large town. Large towns can support entertainers.

Answer

Combining Practice (Modeling)

Some sentences **share a very similar point or are in some way connected**. These sentences can often be best combined using a semicolon. Traditionally, a semicolon is followed by a conjunction, but recently it has replaced the period to indicate that the two sentences are linked without using conjunctions.

The truck driver passed by my house again today; the package still wasn't on the truck, I guess.

Semicolons can also be used as a traffic cop for commas- they help keep order when lots of commas are being used.

Nashville has long been loved for its country music culture, which originated their; its friendly natives, who are full of Southern hospitality; and its variety of attractions, from up-and-coming entertainers to professional football and hockey.

Remember that a semicolon joins TWO INDEPENDENT CLAUSES!

Combining Practice (Modeling)

Many outsiders think of country music when they think of Tennessee. Memphis is known for its blues music. Blues music is very different from country music.

Answer

Memphis is also known for its barbeque. It is situated on the Mississippi River. Memphis is a great place for great food and great music.

Answer